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ABSTRACT

The organizational methods and devices presented in this booklet are designed to help the teacher use time in the classroom more effectively. The first section deals with efficient planning for the day and setting priorities. In section two, suggestions are given for reducing the paper load by creating orderly systems for handling written materials. The third section offers specific suggestions for managing time in the classroom with such techniques as peer tutoring and setting clear objectives. Section four deals with managing the classroom housekeeping more efficiently. In the fifth section, suggestions are made for motivating students to use their time sensibly through positive reinforcement techniques. In the final section, ideas are presented for communicating with students clearly and for helping them with problems that arise when they are not in school. (JD)

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TIDBITS FOR EFFECTIVE TEACHING:

A MINUTE MANAGEMENT MENU

Delaware State Department of Public Instruction

March 1988

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TIDBITS FOR EFFECTIVE TEACHING:

A MINUTE MANAGEMENT MENU

Delaware State Department of Public Instruction

March 1988

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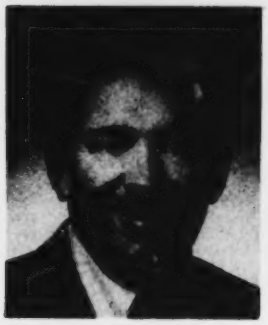

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FOOD FOR THOUGHT . . .

NO ADDITIVES,
HOPEFULLY PRESERVATIVES . . .
CHEW SLOWLY
AND DIGEST.

PREFACE

The concept behind Tidbits for Effective Teaching: A Minute Management Menu is the same as that behind the old adage, "A stitch in time saves nine." In the classroom, as in the medical arena, an ounce of prevention is worth far more than a pound of cure! The organizational methods and devices presented here initially may take an extra minute, but during the course of the instructional year will save hours worth of "cure" time.

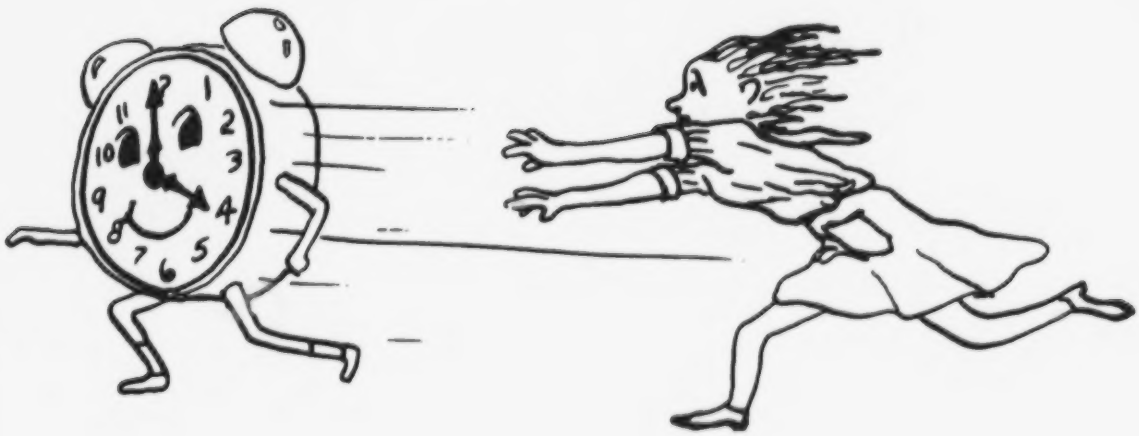
The multitudinous demands on teachers today often force them into a game of "beat the clock." Time's winged chariot hurrying near their back propels them into a task without allowing precious time for Prometheus bound plans, foresight and prevention inoculation. Murphy's Law becomes a reality, there is never enough time to do something right, but there is always enough time to do it over!

Thoreau once quipped that "our time is frittered away by detail." In the classroom setting, more and more of the teacher's time is frittered away by necessary but tedious management chores.

The purpose of this publication is to create a sharepool of ideas to help Beat The Clock!

KMc

MANAGING TIME



TIME, BE MY FRIEND
AND NOT MY ENEMY.

THE VALUE OF DUAL MINUTES

Time is a precious and irreplaceable commodity. Any time two tasks can be accomplished in one allocated time slot, our production value is doubled. In common parlance, dual use of time is like "doubling your money" or "getting two for the price of one". Dual use of time, academically, can best be achieved when the body is engaged in physically rote and mentally thoughtless processes. During these times, our body is "locked in" to a physical location, but our minds are free for more productive activity.

Sample ideas for "DUAL MINUTES"

#1 Post material to be learned in an area where you are to be physically present but mindlessly engaged. This could be in front of the toilet, over the kitchen sink, on the wall above the kitchen, on the dashboard of the car to be consulted at red lights only, on the cover of a notebook for consultation on the bus ride to school or while passing from class to class.

#2 Post material to be learned in a location that you report to with intermitent frequency. Keep the list minimal, it should be able to be reviewed in a maximum of 15 seconds. Discipline yourself to

mentally review the list everytime you are in that locations. Ideal locations are: on the refrigerator door; next to the phone; inside the locker door; on the bathroom door.

#3 Post highly visual mono information cards in frequent visual contact area. This is a great technique for formulas, times tables, and other memory bank items. One student reported of posting 5 aphorisms by American authors all around her house. When she was tested, she had flawless recall of each quote. However, she continued, so did every member of her family!

#4 Record information that needs to be learned to tape cassettes. Listen to them while traveling, bathing, eating, or just prior to sleep.

All of these techniques make learning practically osmotic! Share these with your students during the first week of school. Likewise, pass these unique study techniques onto parents during the first open house!

THE CONCEPT OF LEARNING IN LITTLES

Too often people believe that learning or studying is a process that is intensive and involves concentrated time. In the vernacular, this mode of studying is termed cramming. Cramming, in actuality, is committing information to short term memory. It is stressful and often futile. Real learning takes place little by little by repeated and frequent contact with information over a more extensive time span. Carl Doman has found that 10 seconds of engagement time with specific information, repeated three times each day for 10 successive days, results in the creation of a permanent long-term memory bank. This stands to reason when one considers that a newborn human being can learn a foreign language within three years without ever once cramming or studying from a text while still in the cradle. It is this natural learning process that makes the "dual use of minutes" tactic so successful!

PRIORITIZE YOUR ACTIVITIES

Do what is most important or most difficult first. Each "must do" or "would like to do" activity can be put on a note card and carried around in a pocket. During the day the cards can be reordered as necessary.

Prioritizing and sequencing instructional units are vital strategies. A good rule of thumb is to begin with a highly motivating activity in order to engage momentum, and end the year with a fun and less taxing activity.

In English language arts, one can always do the least liked, most difficult unit during the grey days of January and February. Prepare the students for this mid-winter intensity by reasoning that it is better to get the more difficult areas over with when outside activities are at a minimum. Promise them that hard work during the grey months will result in a lighter load during the days of spring fever. The students then diligently apply themselves to drill during the grey days and in the spring they bound into the less taxing field of poetry and do many arts and crafts activities during the poetry unit.

AT MY BACK I ALWAYS HEAR,

TIMES' WINGED CHARIOT HURRYING NEAR.

Robert Herrick

GATHER YE ROSEBUDS WHILE YE MAY,
OLD TIME IS STILL A-FLYING.
AND THIS SAME FLOWER THAT SMILES TODAY,
TOMORROW WILL BE DYIN . . . .

Robert Herrick

SEIZE THE MOMENT

One will save endless hours of time by knowing when to be flexible. For example, if you are involved in a writers' workshop and in your consultations find that numerous students are making errors in possessive case, then by all means, stop what is being done and give a mini-lesson on possessive case.

If a crisis occurs in the school, take the time from class to address it. If you avoid it, chances are you will waste the entire class because the students will be so distracted they will miss most of the lesson anyway. At crisis times, counseling can be far more timely and productive.

THE WRITING IS ON THE WALL!

Teachers get tired of answering the same questions many times each day. "What are we doing today?" "What should we bring to class?" You save time and your voice by placing signs on the bulletin board or on the classroom door. The signs state the activity of the day and appropriate equipment and/or supplies. This also saves the time wasted in having students return to their lockers for needed materials.

The bulletin boards can be used effectively to inform students about future activities as well. Students need to be conditioned to read notices which have been posted.

* *

SPELLING TEST MADE EASY

Assigned weekly words are phonetically spelled on a test paper; hence, the student is directed to transform these phonetic spellings into actual spellings. The teacher never needs to word-call a spelling test. Make up tests can be independently taken as well.

Other teachers record the spelling test word-call on tape cassettes for the same purpose.

PHONETIC TEST:

kaj - cage

fantum - phantom

shoor - sure

"PAPER" MANAGEMENT

!!! REDUCE THE PAPER LOAD !!!!

Paul Simon sings, "There must be fifty ways to leave your lover . . ." A quick adaptation of this song could get teachers away from the paper load and back to the kids!

. . . . Lighten the sack, Mac . . . .

I. Grade homework on an all or nothing proposition. Make certain that students understand that specific assignments will be done on an all or nothing basis. Points will be awarded for completion, there will be no partial credit for partial completion. If a student finds homework to be incorrect when the class goes over the work, it is the student's responsibility to make it right. Record an all or nothing assignment by working around the room with the grade book. The procedure, at most, takes five minutes.

. . . . Lighten the load, Jode . . . .

II. A quiz of 5 questions can provide the teacher as much insight to student comprehension as a 20 question quiz, and it takes 1/4 of the time to score!

. . . . Make it a game, Mame . . . .

III. Tell the students that they are expected to do all of the homework, but score only one mystery question.

. . . . Let the kids do it, Jewitt . . . .

IV. Allow for immediate reinforcement with a carefully proctored exchange program. One method is to gather the papers and redistribute them at random, guaranteeing that a student does not

get the paper of a friend. Communication, both verbal and nonverbal, during this entire process, results in a zero. When the papers are corrected and scored, call roll and as the scorer calls off the score, record it. Papers are then returned and the students have two minutes to grieve their score. Two minutes is enough time to find mistakes in scoring, but not enough time to change answers.

* *

CHECK MATE!

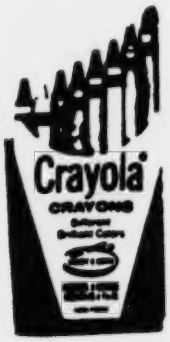
Use the back of the gradebook to keep a quick reference check of who has returned what V.I.P. (very important paper) forms and other documents.

8

THE ENVELOPE, PLEASE . . .

Always keep manila envelopes handy. When a student is absent, the teacher sets aside an envelope for that student. As the day progresses, record assignments given and text pages completed on the envelope. Often times students can do this recording. Handouts and dittoes are slipped inside of the envelope. When the student returns, a complete record of what has been missed is available immediately. And, if Mom comes to the school to get the work, it is ready and waiting!

* *



COLOR IT YELLOW!

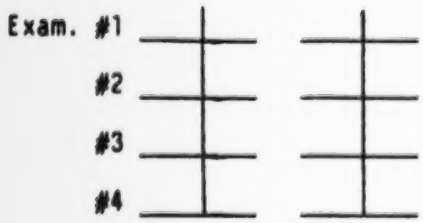
To save time in grading math homework, have the students color over their answers with a yellow crayon and then exchange papers. This not only helps highlight answers, but also makes it difficult for students to change an answer.

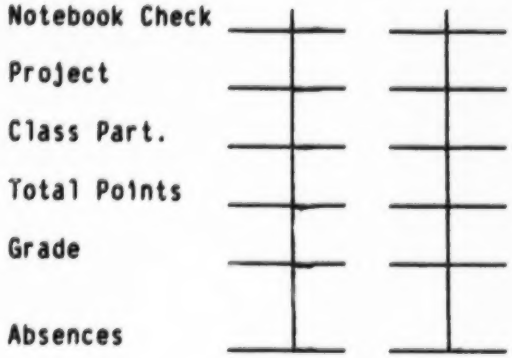
TIME SAVER

At the start of the school year, set up cummulative records. Have pupils fill in information such as name, subject and class period.

Periodically, record appropriate information on pupil's record. This can be done by taking a few minutes during class changes. Written entries depend largely on the student's behavior and academic performance. At the end of a marking period you should have at your fingertips an accurate account of a student's progress.

STUDENT'S CUMULATIVE RECORD





Warning Notices:

_____

_____

_____

_____

_____

_____

Textbook Title and Number _____

_____

_____

_____

Marking Period Grades:

1. _____

2. _____

3. _____

4. _____

Final Exam. _____

Final Grade _____

Pupil's Name _____

Subject _____

Period _____

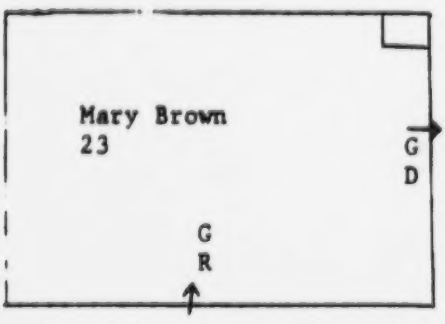
Homeroom _____

COMMENTS:

ALL STAR IDEA!

Use a pre-printed seating chart, one for each class per day. On the chart, in addition to the student names, are the name of the subject, the starting and ending time for the class, and the number of students in the class. Use this chart, which can be computer printed or easily zeroxed or dittoed, to record everything that takes place in the class. Around the edge of the chart math teachers can write the math problems and answers which will be done that day. Other subject area teachers can easily record their daily lesson plans. The seating chart is also used for attendance. Each day the teacher pre-selects which student will put what problem on the board. Again, this is subject invariant (English teachers can pre-select who will read aloud). This is recorded in the student's block. Before assigning problems, the teacher consults the previous day's chart to see who has already been to the board or who needs extra practice. This way everyone gets equal attention and extra help when needed. The teacher also records behavior problems in each block if there are any occurrences. Finally, each block represents the face of a clock. By coding entrances and exits around the face of the clock, the teacher can accurately record the coming and going of each student.

SAMPLE:



This indicates that Mary Brown was assigned problem number 23 this day. She departed for a guidance appointment at quarter past the hour and returned at half past the hour.

MCCORMICK MANAGEMENT METHOD

A great time saver is a system which was designed to help disadvantaged students but which has had successful application at all levels. All students are given a sheet each Monday which has on it the lesson plans and homework assignments for the week. It also specifies what materials and books will be needed in class each day. Students are expected to keep up with the work even when they are absent. At the bottom of the page is a score card. Possible points are listed for each graded assignment and as the graded assignments are returned, always with some degree of immediacy, the students record the points achieved. The returned paper must be stapled to the score card. At the end of the week, scores are tallied and the packets are passed in. Score totals each week always are based on 100 possible points. The time saving advantages of this system are multiple:

#1 - The only score which goes in my grade book is the weekly score. Each quarter consists of 10 grades; hence, to determine the average, simply add and move the decimal. Bookkeeping is a snap!

#2 - Make up work is facilitiated by each student having his/her own copy of "our" weekly plans.

#3 - Weaknesses can easily be spotted by reviewing all of the student's score cards.

(See sample on Page 15)

Week of Oct. 20 Group 3

Plans:

Monday - Spelling Book - Lesson 8
Homework - pg. 35 & 36

Tuesday - Catch the Wind - "Dreams"
(CTW) p. 110, 111/Discuss

Wednesday - Composition!
(Comp.) Writer's workshop
Scope: skills page

Thursday - Vocabulary check
(Vocab. NB) Ditto on capitals
Workshop

Friday - Test out!
(S.S.R.) Spelling, vocab., capitals

Due Thursday

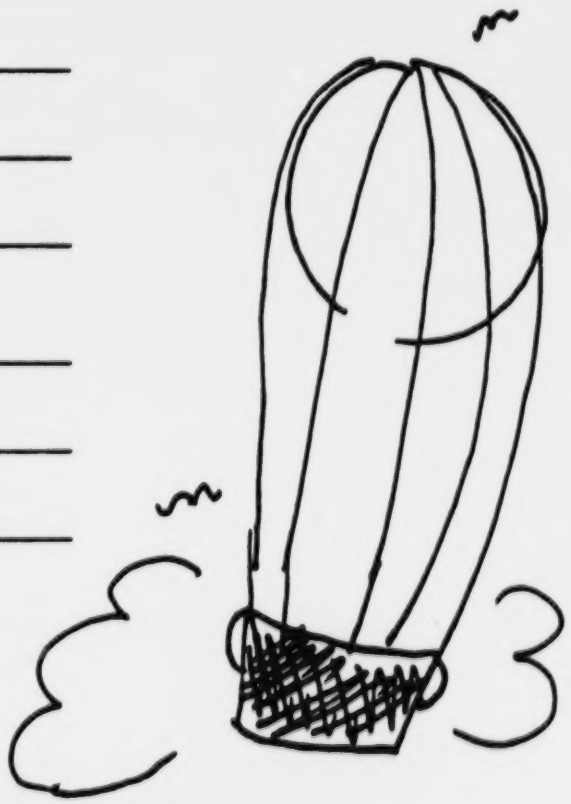
Vocabulary
avarice
illiterate
halo
figurative
literal
infer
retrospect
impoverished
juxtaposition

Checklist

Composition: "I Have a Dream"
Topic sentence, capitals
Conclusion, 2 similes

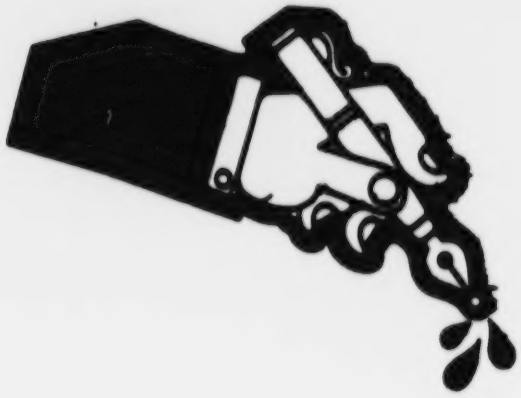
	Possible Points	Points Achieved
Spelling Homework	10	
Capitals	15	
Vocabulary	15	
CTW Quiz Huges-King-Kennedy-Meir	10	
Test	25	
Composition	25	
Total	100	

Our dreams are limited only by how far our thoughts will take us.



A FOLDER A DAY, KEEPS THE MESS AT BAY . . .

The teacher can keep organized throughout the week by using a daily folder system. Write the five school days, one on each folder, and be prepared to insert meeting notices, telephone messages needing a return call, assembly notices, homeroom announcements as well as other important documents. Keep the daily folders nearby to eliminate a crowded planbook and the misplacement of notices.



MASTERY MANAGEMENT

PEER TUTORING - A WAY TO MASTERY

For successful remediation, try peer tutoring! Pair a student at the mastery level with one who needs remediation. Provide extra remedial materials and specify areas that need concentration. Provide time for the two students to work together. When they are ready, retest the tutoree. If his/her grade improves at all, the student who did the tutoring will receive bonus points. Not only does this facilitate mastery, but it also promotes positive peer relationships as students demonstrate responsibility toward each other.

SUCCESS DOESN'T MEAN NEVER FALLING DOWN,

IT MEANS GETTING UP AND TRYING AGAIN!

Don Dinkmeyer*

* *

HEY, GOOD BUDDY!

Allow students buddy time to read each others' papers and offer advice. In the teaching of a composition, buddy conferencing is an asset to the revision process. It also gives the students a chance to correct their errors (otherwise known as learning) before the paper is presented for scoring. A red marked paper returned to a student after the grade is registered does little to help the student learn from his mistakes. Buddies can be valuable in math, science, and social studies. Remember, the objective is to enhance learning, not to gain skill in the use of red pens.

THE ONLY THING YOU LEARN FROM FAILURE

IS HOW TO BE ONE.

William Purkey

KNOW YOUR OBJECTIVE

OR

THERE IS MORE THAN ONE WAY TO SKIN A CAT!

If, as teachers, we can specifically identify objectives and then find ways to reach them, we will prevent ourselves from ending up in a wheel spinning rut. A student teacher complained that in her observation of a class, the teacher gave the class a homework assignment to read a chapter in a novel. The next day the students reported to class not having read the chapter. The teacher, right on schedule, proceeded to the next chapter. This teacher was giving no consideration to identifying the objective and finding a way to reach that objective.

Now, replay the same secenario. Let's assume that your classes are involved in novel reading. You have four classes homogeneously grouped with Group One being the group of the highest ability. It is sufficient to request this highly motivated and inquisitive group to read the chapter. The fact is that many of them will read several chapters. Group Two is highly capable, but less motivated. They are very grade conscious and in giving them the same assignment they have to be motivated with the promise of a quiz on the assigned material. Group Three is less capable and is not at all motivated by grades. Eight years of public schooling has already conditioned them to accept C's, D's, and F's. They do love playing games, however. Together, read the first several pages of the chapter. From each page ask a Bonus Question and reward students who reply correctly with Bonus Points. When they clamor for more, allow them to talk you into finishing "the game" the next day. To get right into play-time, they will read the chapter that night. A

similar approach may be taken with the lowest ability group, but instead of points they receive actual prizes from a goody bag. Remember, the objective is to get the students to read.

A teacher can also witness considerable wheel spinning on non-objectives. For example, if students come to class without paper or pencil, many teachers take time to fuss or they do not allow the students to participate. This is acceptable if teaching responsibility of bringing materials to class <u>is</u> an objective. If it isn't an objective, then it should be handled with a minimum of fuss. One way is to keep a "Mr. Stubby" Box filled with pencil stubs and old memo and ditto papers.

THE DIFFERENCE BETWEEN WORK AND PLAY

IS WHETHER YOU WANT TO DO IT.

Bill Page*

* *

HAVE A REAL PURPOSE . . .

Any lesson plan will have more impact if it has a real purpose. If a student knows that a prepared letter will be sent to a newspaper, he/she will give it full attention. "Let's write a letter inviting Mr. X to our class" will provide more motivation than "Open your book to page 57, the invitation letter . . ."

Purposeful lessons are subject invariant. There is not one subject that is excluded from this principle.

SAMPLE LESSON OF PURPOSE:

Lesson Title: My Hero

Curriculum objectives satisfied by this unit:

a - unit on biography

b - letter of invitation

c - public speaking

d - resume

Plus factors:

a - While being introduced to the biography as a form of literature, students are exposed to positive role models by concentrating on biographies of heroes.

b - Students engage parents in positive dialogue in home discussion of heroes.

c - Public speaking skills are enhanced by the presence of a real audience.

d - Self esteem is increased by positive reception of this project.

e - Positive public relations are generated for the school by press coverage.

Strategy:

a - Have each student interview 5 adults with whom they have a meaningful relationship to find out who is the adult's hero and why.

b - Discuss these choices in class and determine characteristics of a hero.

c - Have each student select a hero based on group established hero criterion.

d - Now assign students to read a biography on their hero. Tell them they will be participating in a Hall of Fame upon completion of the reading. This project will be discussed at that time. As a group, select an appropriate time.

e - At set date, confirm that all biographies have been read. This confirmation can be done by discussion, book report, in class composition, or other tried and true method. At this point, introduce the "resume" and have the students create a resume for their hero.

f - Initiate the Hall of Fame project. Each student, on an assigned date, will dress in costume as their hero. They will prepare a two minute dialogue or soliloquy. They will also bring with them a button of their own design. The idea is that the students will be the statues in our Hall of Fame. They will only give their prepared speech when someone activates their button.

g - Teach the class how to write a letter of invitation then delegate each student to write to a specified group or individual. For added impact, invite members of the press.

h- Put all gears in motion, supervise and guide, coordinate, and enjoy!

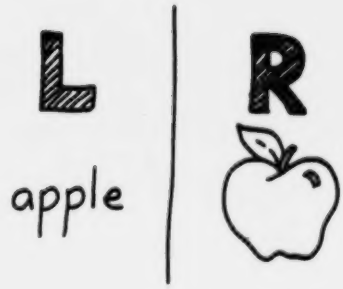
TEACH RIGHT AND LEFT BRAINED STUDENTS SIMULTANEOUSLY!

YOUR LEFT-BRAINED CHILD WILL LEARN ORALLY.

YOUR RIGHT-BRAINED CHILD WILL NEED A VISUAL STIMULUS.

TELL, BUT SHOW ALSO.

TEACH YOUR WHOLE CLASS!



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CHECKLISTS

The idea of a checklist has been around for years in several areas. Teachers frequently use the checklist for self-evaluations of compositions, although they could be adapted for homework assignments and speeches. The essential point is that students need to know what it is that they are checking. For example, if they don't know what a comma splice is, then they won't be able to find a problem. Therefore, a quick review of the sheet and its elements on the checklist (and a display of models) is helpful.

Composition Checklist

Writer _____

Title of composition _____

Being as objective as you can, evaluate your paper in each of the following areas. Then, total your points for your final estimated grade.

	10	8.5	7	0-5	
Content	Excellent	Good	Satisfactory	Unsatisfactory	___
Organization	Excellent	Good	Satisfactory	Unsatisfactory	___
Sentence Structure/Style	Excellent	Good	Satisfactory	Unsatisfactory	___
Word Choice	Excellent	Good	Satisfactory	Unsatisfactory	___
Usage/Mechanics	Excellent	Good	Satisfactory	Unsatisfactory	___
Spelling	Excellent	Good	Satisfactory	Unsatisfactory	___
Spelling	Excellent	Good	Satisfactory	Unsatisfactory	___
Legibility	Excellent	Good	Satisfactory	Unsatisfactory	___
Totals	_____	_____	_____	_____	

_____/70=_____%

Composition Checklist

Category	Yes	No	Comments
1. Has the opening paragraph definite points to be developed?			
2. Has each paragraph a topic sentence?			
3. Is each paragraph completely developed and unified?			
4. Are there bridge words between sentences within paragraphs where ever such words would be appropriate?			
5. Does the closing paragraph conclude with a strong clinching sentence?			
6. Does the closing paragraph embody the subject of the preceding paragraphs?			
7. Are run-on sentences/comma splices avoided?			
8. Is there a definite, unmistakable antecedent for every pronoun used?			
9. Are contradictions avoided?			
10. Is slang avoided?			
11. Do all subjects and verbs agree in number and person?			
12. Has the same tense been used throughout the paper?			
13. Has the same person been used?			
14. Are the words all spelled correctly?			
15. Is my paper neat?			

You should be able to answer YES to all of the above questions. If you cannot, then quickly correct the problem before you submit your paper.

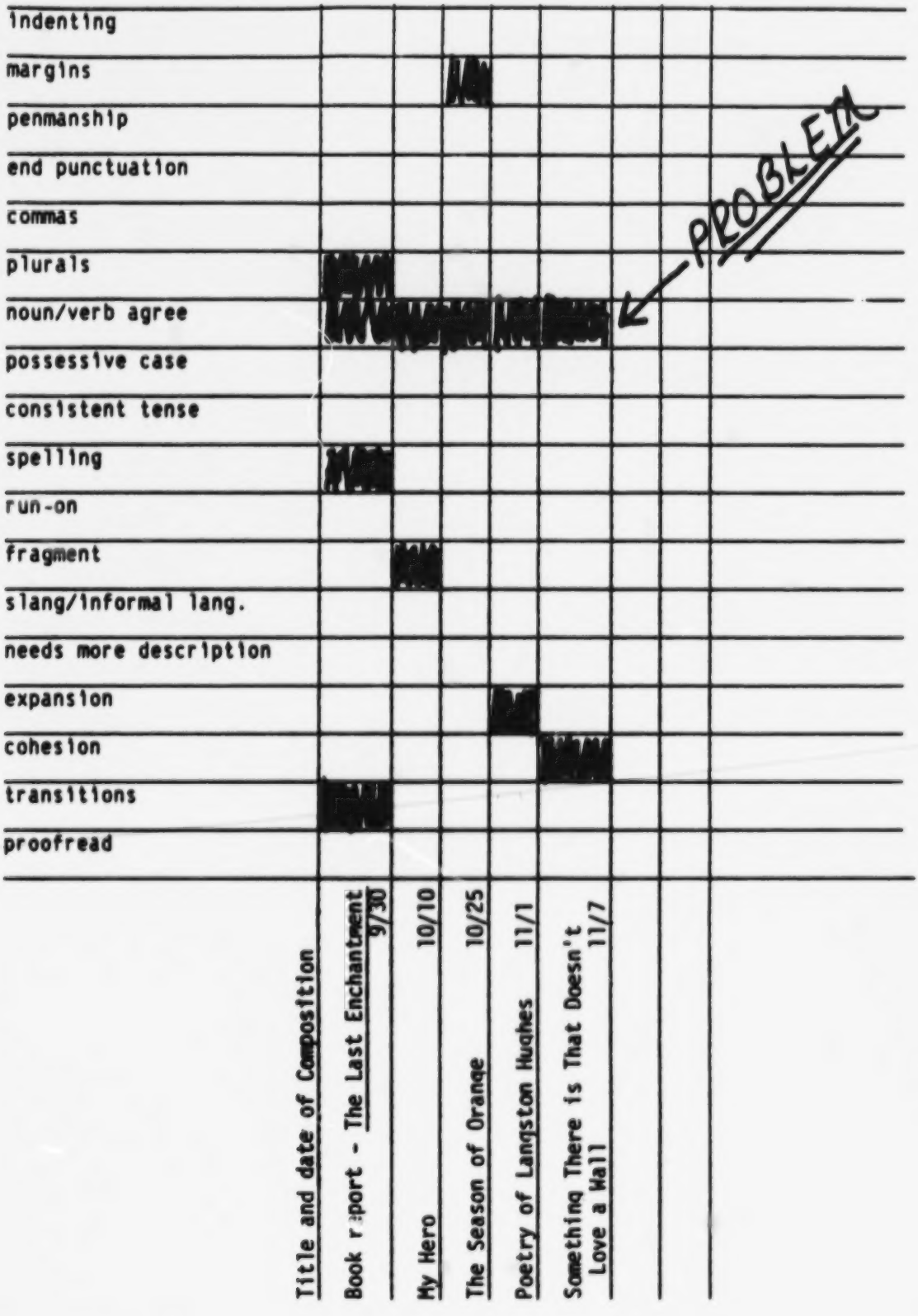
PRESCRIPTION, PLEASE!

The composition Rx is a clinical diagnostic tool which can facilitate improvement in writing skills. The Rx sheet is stapled into each student's composition folder. As compositions are returned, the student graphs any errors by coloring the block next to the itemized list of errors. As the student progresses through the year, he/she will have no cause for alarm if the blackened boxes are scattered on the Rx sheet. However, if a bar begins to form across the page, the student should be concerned. That concern should be brought to the attention of the teacher, the composition doctor. The teacher prescribes a form of remediation that is meant to correct constant repetition of the same error.

Theoretically, a student could receive an A on every composition, yet make an error in subject-verb agreement repeatedly. Because the overall composition is good, the student receives an A and is therefore unalarmed. Because the teacher is grading up to 100 compositions, it is difficult to recall the repetition of past errors. This tool diagnoses these minor ailments and provides a format for correction.

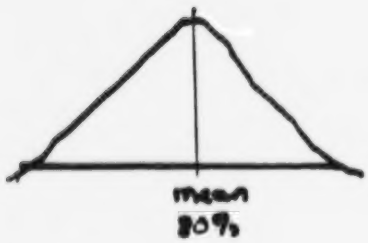
Name Date

Composition Rx

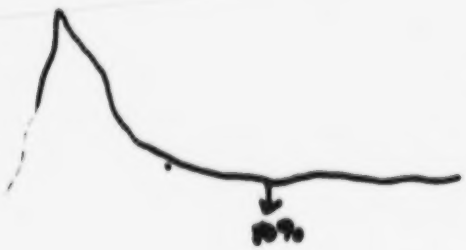


EVALUATE YOUR PRODUCTION! GRAPH IT!

Periodically graph the test results of your students. If aiming at mastery, only a positively skewed curve is acceptable.



This distribution is the bell shaped norm. It is acceptable to administrators, loved by statisticians, but rejected by mastery teachers as not quite good enough.



Totally unacceptable! The majority of students are below average performance.

This curve is positively skewed! You've done a great job teaching and the students have done a great job learning. Remediate those very few below 80% and proceed to the next unit.

AND THE WINNER IS . . .

Here is a sure fire way for keeping on top of new evaluation forms! The forms evaluate, among other things, how well the teacher engages every student in question and answer drills. Having the student's names on file cards, the teacher randomly draws these cards during question sessions. However, the teacher asks the question first so all students, not knowing if their name will be drawn, must listen. The cards are returned to the pack after each draw; they are not put in the back. This keeps students on their toes as they never know when they will be called again. It also eliminates an unconscious tendency to call on only certain students repeatedly.

ROOM MANAGEMENT

USE KID POWER!

KIDS CAN CLEAN ROOMS!

KIDS CAN CREATE VISUAL AIDS

KIDS CAN CREATE QUIZES!

GOOD HOUSEKEEPING

Some teachers find that tickets from "Officer Wells" result in good housekeeping habits. At the end of the day, dirty-desk violations are ticketed with a 3 x 5 ticket which read, "Dirty Desk - Please Clean Immediately or Face a Fine or Imprisonment. Signed, Officer Wells." The result is usually a clean desk with no nagging!

Some teachers achieve the same results by choosing one desk at random at the end of each day for inspection. If the desk chosen is clean and tidy, all students receive a treat!

THE END OF LUNCHBOX LUNACY

Elementary teachers, take heed! When 10 Pink Muppet Baby Lunch Boxes, 6 Blue He Man Lunch Boxes, and 3 Scotch Plaid Lunch Boxes all sit on the shelf, lunch becomes a case for Sherlock Holmes. The answer: Luggage Tags! Luggage tags are waterproof, they are neat, and they are inexpensive. Some tags even have slots for pictures. They sure do eliminate lunchbox mixups.

* *

DOUBLE TEACH!

One of the biggest problems facing a teacher is that of providing fun and meaningful instruction to several groups of students simultaneously. A method for accomplishing the trick of being in two or even three places at the same time is to utilize tape recorders. While the teacher works with one group, another group can be working with the teacher on tape. Taped instructions allow time for "repeat", "say with me", and "now write" instructions. The teacher saves even more time by preparing the tapes while driving the car, folding laundry, or cleaning the house.

TIME KEEPER

Many teachers share the idea of using timers in the classroom. Timers can be used for work completion as well as to signify turns with games. Use of the timer takes emphasis off the teacher for activity termination and shifts "blame" to an inanimate object.

* *

COLOR MY WORLD!

By color coding lessons and the students' folders, the classroom becomes a wonderful rainbow of organization. Gummed colored dots are applied to all students' folders, a different color for each class. Folders containing dittoes and lessons are likewise coded with a color for each different genre. Baskets for "in" and "out" work are appropriately color coded.

EARLY PLACEMENT OF COGNITIVE WALL DISPLAYS . . .

Place your didactic bulleting boards early. It is amazing what students can absorb just by looking at the walls. It's also amazing how much time they spend in wall gazing, so get something up there besides pretty pictures!

* *

HANG IT, DANG IT!

Use a wallpaper background for your bulletin boards. Wallpaper does not fade and provides a nice, bright backdrop for displays throughout the year. It is available at wallpaper outlets for one or two dollars per roll.

* *

HOOKED!

Some teachers use gummed plastic dime store hooks to facilitate poster displays in their rooms. Each poster is hole punched at the top to allow quick hanging and easy changes of posters on pre-hung hooks. These hooks are super for plaster and cement walls, since they do not result in the paint peeling nightmares that tape on the walls create.

SPONGE GAMES

-- Trivia questions on subject matter

-- I'll give answers, you give questions

-- What's my line?

These games are great for ongoing review!

MANAGING KIDS!

A GOAL
IS A DREAM
WITH A DEADLINE

SPENCER JOHNSON®

GET THEM STARTED!

Some students have a difficult time getting started. The reason usually is that they are overwhelmed by the amount of work and they do not have goal setting abilities.

HERE ARE THREE GOOD STARTERS!

A - Make a Task List. Have the students cross off each item upon completion.

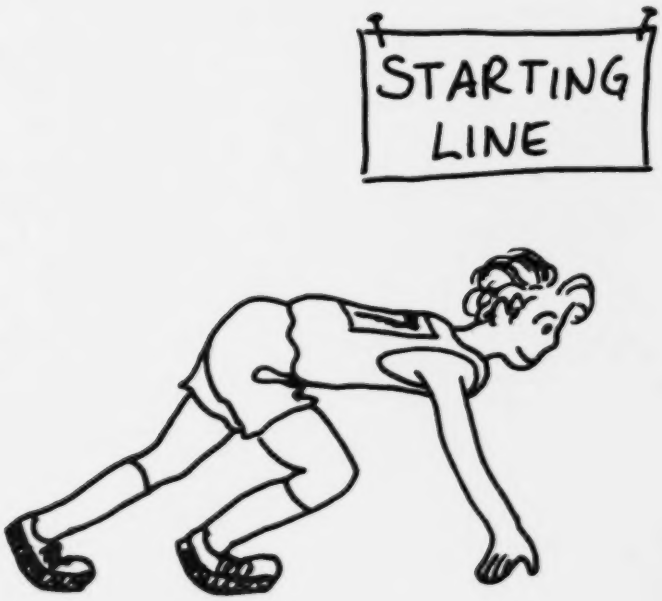
B - Have a DO folder, the sort with inside pockets. Put work sheets to be done on the right and have students place them in the pocket on the left during the day as they complete them. The moving of papers from one side to the other is very concrete for those who have a hard time setting goals.

C - Fold a worksheet in half. Tell the students to do just the top half and then show you what they have done. Upon completion of the first half, praise the students and have them then complete the second half. Sometimes breaking a task into smaller more digestable steps can really help those students who have trouble seeing the end of the tunnel.

READY, SET . . .

GETTING STARTED!

One teacher reports that it is always a good idea to have a bonus problem on the board prior to class. Those students who enter the room and quickly get situated have ample time to complete the problem and gain bonus points prior to the daily instruction. This takes the students through Ready, Set; when the teacher begins, the class is at GO!



POSITIVE REINFORCEMENT

Kenneth Blanchard and Spencer Johnson, authors of The One Minute Manager, offer the great advice, "Catch kids being good!" Give them little pats of encouragement and special comments that means so much. Students work harder if they know that their hard work is being noticed.

I CAN

IS JUST AS IMPORTANT AS

IQ

William Purkey

I DON'T BECOME WHAT I THINK I CAN.

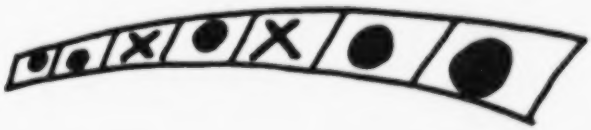
I DON'T BECOME WHAT YOU THINK I CAN.

I BECOME WHAT I THINK YOU THINK I CAN.

Helen Ryley*

POSITIVE PUNCHES

Use an individual improvement punch card to modify unacceptable behavior. The punch card has desired areas of improvement written around it. It is taped on student desks and worked on all day. If the students do not maintain the positive behavior, they "lose a punch" and an X is placed over the category. At the end of the day the students get to use a hole puncher to punch out all of the areas in which they have succeeded. Stickers are given if all of the punches are kept. Parents sign the card nightly and are encouraged to give praise when appropriate.



* *

SEATING ARRANGEMENTS . . .

Seating arrangements can work for or against you. Teachers need to eliminate trouble spots as quickly as possible.

A teacher may also rearrange the room to suit the purpose of the lesson. Rows do not enhance discussion, but large U's do. Large U's do not enhance group work, but table groupings do.

If it is still taking too long to do a roll call, stop wasting time. Use your seating chart for attendance accounting.

ACCUSE A CHILD TWICE

AND YOU WILL GET THE BEHAVIOR YOU ASKED FOR.

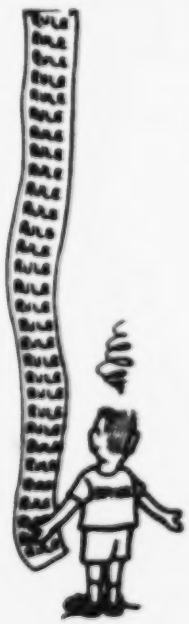
Helen Ryley*

RULES

Take the advice of a wiseman, Henry David Thoreau, "Simplify." Keep rules minimal and simple. Clearly communicate the rules to each student, give examples of following the rule and examples of what constitutes breaking a rule. Specify consequences. Get feedback to determine that rules and consequences are understood.

Two rules stand out as being basic for good classroom behavior. The first is the Golden Rule, treat others as you would have them treat you. With ongoing dialogue concerning this rule, it usually is all that is needed and it certainly is applicable in a multitude of areas.

With a particularly difficult group, the second rule seems to help: When you enter the class, immediately put the padded, rounded part of your anatomy on the flat part of the chair. In a negatively skewed group, the mastery of SIT prevents many problems.



DON'T PUNISH - TEACH!

Is detention more productive than an explanation?

CASE STUDY:

Three year old Tara was always punished for putting things in her mouth. As a result, she learned not to eat anything she found lying around when her mother was present. One day Tara "ate" her grandmother's pills; another time Tara drank paint thinner. Members of the family scurried around moving things from Tara's reach. Her aunt, however, took five minutes to explain to Tara that some items were poison and if she put them in her mouth she could become sick and even die. Then, they practiced naming "O.K." things and Mr. Yuk things. Tara was instructed to always check to see if she had an O.K. or a Mr. Yuk before putting something in her mouth. Tara did, each and everytime.

Students in your classroom can suffer from the same ignorance. They may not know that certain words or behaviors are unacceptable. Teach them!

• •

ELIMINATE OUT-OF-THE-ROOMITIS

Issue coupons to each student at the onset of each marking period. It is convenient to have these coupons total $100. Post a price list near the door of the class. Allow the students to leave the room, but only at a price. Example: a three minute trip to the bathroom costs $10, a trip to the locker for forgotten material is worth $25. Any money left at the end of the quarter can be cashed in for bonus points.

HUG-A-BUG

During the daily lessons, the teacher praises the whole class for learning. Each time the group is praised, the students hug themselves and sing "hug-a-bug," then someone posts a ladybug on the board. Now, how do the students modify the teacher? If the teacher does not give six hug-a-bugs by recess, the students get five minutes of free time at the end of the day! The learning of the students is reinforced, and so is praising by the teacher.

* *

BE CAREFUL AND PRECISE ABOUT WHAT YOU ARE REINFORCING!

When rewarding a student for getting to work quickly, a reinforcer at completion of a task will not do the job. A more appropriate reinforcer would come after doing the first problem or putting his name on a paper.

SUCCESS IS NEVER CERTAIN.

FAILURE IS NEVER FINAL.

Robert Schuler*

THE MOST UNFAIR THING WE DO IN SCHOOL

IS TO TREAT EVERYONE ALIKE.

THERE IS NOTHING MORE UNFAIR

THAN THE EQUAL TREATMENT OF UNEQUALS.

Bill Page*

MANAGING COMMUNICATION

WE DON'T ALWAYS CREATE THE CONFLICTS THAT ENTER OUR LIVES, BUT WE CAN ALWAYS CHOOSE OUR RESPONSE TO THOSE CONFLICTS.

HELEN RYLEY*

"FREE NIGHT - HOMEWORK EXEMPTION"

Many students encounter at least one crisis night when for reasons beyond their control they cannot complete homework. Anguish is created for the student and the teacher. Allow for this humaness by issuing a "free night - homework exemption" coupon to each student at the beginning of a marking period.

* *

BAD DAY PASSES

Students are sometimes plagued with many personal and home problems which stem from outside of the classroom. Avoid nasty confrontations by issuing Bad Day Passes, one per student, at the onset of each marking period. This pass does not excuse the student from the assigned work. However, when presented to the teacher, it does free the student from being called upon or sent to the board. It, in essence, communicates between the student and the teacher the presence of Moody Blues and the need for T.L.C.

PERSON-ALIZING THE SECONDARY ENGLISH CLASSROOM

Regardless of grade level or subject area, we all teach individuals. Finding ways to recognize student accomplishments that are not "elementary" presents a challenge to the high school English teacher. The fact that some students may not excel in English offers further complication.

Cut out articles from the local papers in which your students are mentioned and post the clippings on the blackborad or on the bulletin board. What can develop is a "Scrapbook" which documents individual accomplishments throughout the year.

Honor roll lists, sports news, photos, features, awards of any kind demonstrate interests and give an insight into the personalities and values of students. Other students read these notices and become aware of their peers. The usual anonymity and impersonal atmosphere of classrooms where students seldom see more than the backs of other students' heads is replaced by making each person who spends time in the room aware of others who do the same.

Although students will sometimes bring in their own credits, they seem more pleased when the teacher finds the article. It is also good for other students to put up photographs or clippings about their classmates. Every once in a while, someone will bring in an article about the teacher.

An interesting variation on a theme occurs when a student starts a kind of graffiti board on which only puns on the teacher's name may appear. This board helps to humanize the atmosphere of the classroom by

allowing a satirical outlet for student reaction to the teacher's personality.

This activity allows the whole person to be recognized within the academic setting. In addition, it serves as a point of interest for parents and other visitors.

* *

"E.T., PHONE HOME. . ."

(EFFECTIVE TEACHERS, PHONE HOME.)

Parents are often a neglected teacher resource. Having them on the team, from day one, reduces certain work considerably. Not only do you double adult input for the student, but you reduce resistance which might otherwise be met when a problem arises during the year. It is imperative that parents be won over very early. For this reason the first contact with them should be positive and should convey the mutual interest in what is best for the "shared" student. Solicit their help.

PHONE MANAGEMENT PLAN

On the first day of school have the students record on a 5 x 7 file card their names, addresses, home phone numbers, and the full names of their parents, stepparents, or guardians. (Remember, if Johnny Smith's mother is remarried, she won't appreciate being addressed as Mrs. Smith.) Make sure the student understands that you will be making "good news" phone calls.

Begin that evening. Select five cards at random, call the student's home, introduce yourself and find something complimentary to say about the student. State your belief that teachers and parents make a powerful team and tell them that you look forward to working with them throughout the year. Each phone call should take only two-three minutes. At a rate of ten minutes per night, you will be able to establish positive contact with every parent very quickly.

Round Two of phone calls should be initiated around November. At this point call the parents of the underachievers and invite them to the classroom for a special activity.

The third phone call to a particular set of parents should be to praise an especially noteworthy accomplishment of "the shared student" or to request the input concerning a problem. If the phone call is of the latter sort, at this point the parents should be more than happy to help.

These phone calls do take an initial investment of extra time. However, the time they save in conferences and in negative parental input is immeasurable.

STATE OF THE CLASS LETTERS

AND

GUARANTEED DELIVERANCE

Periodically send home a letter updating parents on what has been happening in your class, giving an outlook for the future, and advising the parents as to homework load and future trips. Include special student gift (Christmas, Hannukah, Birthday) suggestions such as pens, magic markers and dictionaries.

To ensure that this letter will reach the parents' hands, end it with a clip and return coupon for extra credit for the student when signed by the parent and returned. Allow a space on this coupon for parental input.

* *

RETURN FOR VALUABLE POINTS # # # # # # # # # #

I have read the State of the Class Newsletter.

_____ _____

Parent's signature Child's name

COMMENTS:

REDEEMABLE FOR BONUS POINTS . . . REDEEMABLE FOR BONUS POINTS . . .

* *

EMERGENCY FOLDER

The Substitute Emergency Folder has been found to be a tremendous time saver and mental relief to some teachers. Prepare the Emergency Folder at the onset of the year and update it occasionally. The folder has classroom rules and schedules written on the outside of the folder. Inside are zeroxed copies of pages of class rosters from the grade book to be used for attendance purposes. Envelopes taped to the inside of the folder contain a sufficient amount of hall passes and referral forms. On the right side of the folder are three pockets with 3 x 5 "plan" cards in each pocket. The substitute is left instructions to select the plan with which he/she is most comfortable and to date and initial the selected one. Plan A instructs the substitute to follow teacher plans in the planbook. Plan B specifies a language arts exercise from the grammar book. The exercise is one that must be covered during the year but need not be presented in any hierarchial sequence. Plan C is always instructions to distribute and read aloud the periodical literature (i.e. Scope Magazine) in the bottom drawer. This literature usually has a period long play or teleplay and crossword puzzles. Any substitute can execute Plan C; very skilled substitutes can comfortably carry out Plan A or Plan B. In any event, the class is engaged in meaningful activity.

GETTING TO KNOW YOU . . .

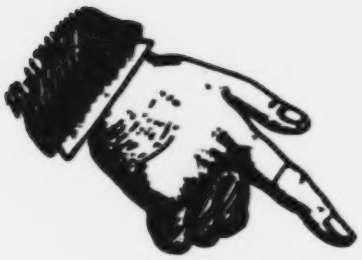
It is a good practice to get to know the students in your classroom. Have each student create a collage-poster entitled "The Me Nobody Knows". Each student shares and discusses the poster with the class and the poster is then put on display.

* *

UNWIND

Upon reflection, teachers will frequently find that their "bad days" are very good days except for that one unpleasant incident.

By re-enacting the day, the teacher realizes that, "Hey, I did a lot of neat things today!" Just as important, the mental role play helps to discover other ways that could have been used to deal with the unpleasant incident, ways to follow up on it, and ways to prevent reoccurrences. Mental reconstruction of a day sure beats stewing over one negative incident!



THE LIABILITY NOOSE

Don't be sued. Lawsuits are expensive in both time and money. Proactive management concerning liability is the best defense. It only takes a minute for an incident to occur which you may pay for for the remainder of your life. If you leave the classroom, even for just a minute, and an incident occurs, you are liable. In other words, think! Avoid lawsuits by relentless supervision of assigned students and by accurate documentation. If a hazardous situation exists in the classroom, document this situation, exonerate yourself from responsibility, and "pass the buck", so to speak, to the proper authority.

Prevention